

SKILLS & STRATEGIES

- Ask Questions (page 4)
- Evaluate Author's Purpose and Point of View (page 5)
- Use Antonyms to Determine Word Meaning (pages 6 and 8)
- Use Text Features to Locate Information: Primary Source Documents (page 10)

NATIONAL CONTENT STANDARDS

Social Studies

- Culture: b, c, d
- Time, Continuity, and Change: b, c, d
- People, Places, and Environments: h
- Individuals, Groups, and Institutions: b, d, e
- Global Connections: a

RELATED RESOURCES

Comprehension Strategy Posters

- Evaluate Author's Purpose and Point of View (Grade 5)

Comprehension Strategy Assessment Handbook (Grade 5)

- Ongoing Assessments #11 and 12

Comprehension Through Deductive Reasoning Questions

- *Native Americans of the Plains* card

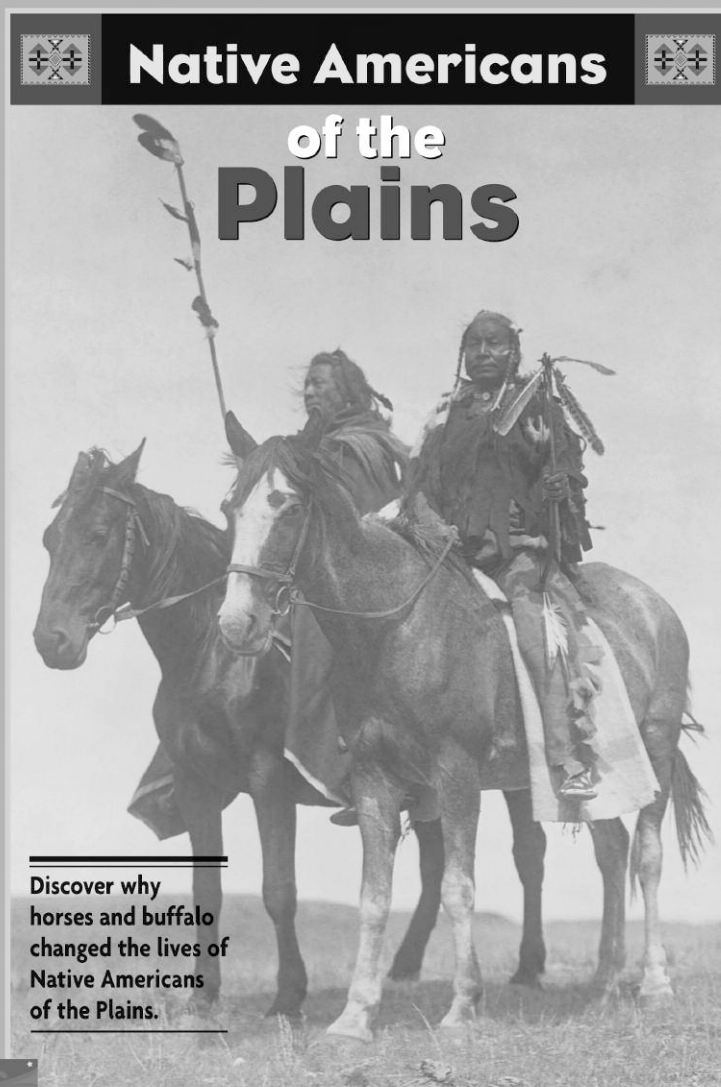
Native Americans of the Plains

GRADE 4 Q/40

Theme: Native Americans

- **Native Americans of the Plains**
- Native Americans of the Southwest
- Native Americans of the Eastern Woodlands

SOCIAL STUDIES



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Core Lesson Planning Guide

This five-day lesson plan shows one way to use the chapter book for explicit strategy instruction.

Day	Activities
1	Page 3: Prepare to Read <ul style="list-style-type: none">• Build Content Background• Introduce the Book
2	Pages 4–6: Model Strategies: Introduction–Chapter 1 <ul style="list-style-type: none">• Monitor-Reading Strategy: Ask Questions• Comprehension Strategy: Evaluate Author's Purpose and Point of View• Use Antonyms to Determine Word Meaning
3	Pages 7–8: Guide Strategies: Chapter 2 <ul style="list-style-type: none">• Monitor-Reading Strategy: Ask Questions• Comprehension Strategy: Evaluate Author's Purpose and Point of View• Use Antonyms to Determine Word Meaning
4	Pages 9–10: Apply Strategies: Chapter 3–Conclusion <ul style="list-style-type: none">• Monitor-Reading Strategy: Ask Questions• Comprehension Strategy: Evaluate Author's Purpose and Point of View• Use Text Features to Locate Information: Primary Source Documents
5	Page 11: Synthesize Information <ul style="list-style-type: none">• Administer Ongoing Comprehension Assessment• Evaluate Cause-and-Effect Relationships

Using Navigators Chapter Books

Explicit Strategy Instruction

Use the complete guide to model, guide, and support students as they apply comprehension and word-study strategies. Use portions of the guide to scaffold reading instruction for students who do not need modeled instruction.

Small-Group Discussions

Introduce the book and model strategies. Have the group set a purpose for reading based on the introduction. Students read the book, or parts of the book, independently. Then have them use the Small-Group Discussion Guide as they discuss the book together.

Independent Reading

Have students select titles at their independent reading levels. After reading, have students respond to the text in reader response journals or notebooks.

Prepare to Read

Build Content Background

- Tell students to imagine that the government suddenly makes a law that they must attend a boarding school far from home instead of a local school. Ask students to close their eyes and visualize going to a new school where they must learn a new language and customs, and even wear different clothing.

Ask: *How would you feel in this situation? How would you respond?*

- Write students' answers and ideas on chart paper.
- When students have finished, review and discuss their answers and ideas.
- Tell students that they have just imagined a situation that many Native American children experienced in the late 1800s. Explain that this book will describe changes the Native Americans of the Plains experienced in their traditional ways of life, including having their children sent away to schools.

I would feel lonely and homesick for my family and friends.
I would ask my parents why I had to go away to school.

Introduce the Book

- Give students a copy of the book. Have them read the title and look at the cover.
- Have students turn to the table of contents.

Ask: *Based on the chapter titles, what time periods will the book cover?*

(It will discuss the Native American way of life from previous centuries through today.)

- Have students choose a topic of interest and turn to that chapter. Then have them skim the chapter, looking for bold-faced words. Encourage them to use the text and the glossary at the back to define the boldfaced words.
- To introduce key words and text/graphic features found in this book, use the book's inside front cover.

English Language Learners

Write the word **traditional** on the board. Have students define it in their own words. Ask them to give examples from their native cultures of traditional ways of life, such as traditional foods, clothing, and holiday customs.

Preview the map on page 3. Ask students what they know about the geography and climate of the Great Plains. For example, ask them how the climate in the northern part of the region differs from that of the southern part. Have students name places they know of that are in the region shown.

Write the word **buffalo** on the board and have students locate the picture of the animal on page 5. Ask them to describe the size, color, and other features of the buffalo. Encourage them to name some animals it resembles in some respect and explain how it differs.



Informal Assessment Tips

1. Assess students' ability to skim for boldfaced words.
2. Document informal observations in a folder or notebook.
3. Keep the folder or notebook at the small-group reading table for handy reference.

Meeting Individual Needs

For students who struggle with skimming for boldfaced words, model by locating a word and showing how to determine its meaning by looking for context clues and checking the glossary.

Model Strategies: Introduction—Chapter 1

ABOUT THE STRATEGY

Ask Questions

What? Good readers ask questions about unknown words, why something happens, how it happened, and what might happen next. Some questions have answers stated in the text, some answers are implied in the text, and some answers need further research. Still other questions have no answers.

Why? Asking questions keeps good readers involved with the text and helps them understand and remember what they read.

When? Good readers ask questions before reading to help set a purpose. They ask questions during reading to monitor and clarify their understanding. They ask questions after reading to help them analyze and synthesize what they have read.

How? Good readers pause and wonder about the text. They keep track of their questions in a journal or on self-stick notes. They try to answer questions during and after reading.

Before Reading

Monitor-Reading Strategy: Ask Questions

- **Say:** *Good readers ask questions as they read. Asking questions keeps them focused on the text and helps them understand and remember what they read, whether it is a new idea or a new word.*

- Use a real-life example of asking questions while you read.

Say: *When I am reading and I come across an unfamiliar word, I stop and ask myself what the word means. Sometimes an unfamiliar word is boldfaced, shown in dark print. Sometimes the author defines the word, but often I have to look for clues to help me figure out the meaning of the word.*

- **Say:** *Yesterday we previewed the book **Native Americans of the Plains**. Today we are going to ask questions about unknown words in the Introduction and Chapter 1.*

- Read pages 2–3 aloud while students follow along.

Say: *Some of the boldfaced words on these pages are defined for me, but not all the unknown words are defined. The text says that the **Plains** Indians lived on the Great Plains, so I can tell from the context who the Plains Indians were. However, there are other words that I cannot figure out through context, such as **reservations**. I'll write this word on a self-stick note and put it in my book on that page. What other unknown words are on these pages?*

- Have students provide examples of any other unknown words in the Introduction. Tell them to write the words on self-stick notes and put the notes in their book.

During Reading

Set a Purpose for Reading

- Ask students to read pages 4–13 silently. Have them ask questions about the unknown words they find and write their questions on self-stick notes or in their journals. Remind them to look for context clues to help them understand the meaning of each unknown word.

After Reading

Discuss the Reading

- Ask students to share their unknown words from the Introduction and Chapter 1. Remind them that some unknown words have definitions right in the text while the meanings of other words can be figured out using context clues.

Say: *The word **tepees** in the first paragraph on page 4 is an unknown word. I can use context clues to figure out the meaning of this word. The sentence tells me that Indian families slept in tepees, and that they were like tents.*

- Have students explain how they figured out the meanings of unknown words. Did they find definitions stated in the book? Did they use clues or descriptions to figure out meanings? Did they use the glossary?
- Have students use dictionaries to check the meanings of words that are not defined in the text. Let each student check one word. If students have difficulty, provide additional modeling.
- Have students read the checkpoint on page 10. Explain that rereading is one way to make sure we understand what we read. Have students write answers to the questions.
- For text-dependent comprehension practice, ask the questions for the Introduction and Chapter 1 found on the Comprehension Through Deductive Reasoning Card for this chapter book.

Comprehension Strategy:

Evaluate Author's Purpose and Point of View

- **Say:** *When authors write, they have a reason, or purpose, for writing. When I read, I look for clues to the author's purpose. If the author tries to convince me to agree with something, he or she is writing to persuade. If the author gives information, he or she is writing to inform. If the author tells a story, he or she is writing to entertain. Recognizing the author's purpose for writing helps me better understand what I'm reading.*
- Pass out the graphic organizer "Evaluate Author's Purpose and Point of View" (blackline master, page 14). You may want to make a chart-sized copy of the graphic organizer or use a transparency.
- Explain that as students read, they will complete the first four rows together. They will complete the last two rows in pairs or independently.



Informal Assessment Tips

1. Watch students as they write questions on self-stick notes or in their journals.
2. In a folder or notebook, jot down what you see each student doing.
3. Students should be asking questions about unknown words as they read. Document students who are and are not using this monitor-reading strategy.

Meeting Individual Needs

For students who struggle with this activity, model the strategy again and remind them that asking questions about unknown words as they read will help them better understand the material.

Rapid readers can find the meanings of words they don't know in the glossary or dictionary. Then they can take turns quizzing a partner on the words' meanings.

Introduction—Chapter 1 (continued)

Page	Author's Purpose	Evidence
4	to inform	Author gives information about how horses helped the Plains Indians; when they had to walk far to find buffalo, it was difficult and families had to move with the hunters; when they got horses, they could easily kill many buffalo.
8–9	to inform	Author gives information about how the Hidatsa lived: in spring they planted vegetables, in summer they hunted buffalo, then returned to harvest the crops; the women dried some vegetables to save for winter; they traded some vegetables for buffalo skins or meat.



Reader Response

How was the traditional family life of Plains Indians similar to American family life today? How was it different? Write a response in your journal and share your thoughts with a group member.

Comprehension Strategy:

Evaluate Author's Purpose and Point of View (continued)

- Have students return to Chapter 1 and follow along as you model how to evaluate the author's purpose and point of view. Write the information on the graphic organizer as you find it. Read page 4 aloud and **say:** *On this page, the author answers the question "How did horses change the Plains Indians' way of life?" She gives us facts: Before the 1700s, most Plains Indians had to walk long distances to find buffalo herds, so families moved around and slept in tepees. After they got horses in the early 1700s, hunting was much easier. They had a larger supply of buffalo. I'll write these facts in the **Evidence** column. The author isn't telling a story; she isn't trying to persuade us to agree with her. She is writing to inform. I'll write that in the **Author's Purpose** column.*
- Read pages 8–9 aloud and **say:** *The author explains how the Hidatsa tribe lived. I'll summarize this explanation in the **Evidence** column. If an author gives an explanation providing factual information, what is the author's purpose for writing? He or she is writing to inform. I'll write **to inform** in the **Author's Purpose** column.*
- **Say:** *We'll continue evaluating the author's purpose and point of view as we read the rest of the book.*

Use Antonyms to Determine Word Meaning

- Tell students that antonyms are words that have opposite meanings. Have them turn to page 3 and read the second and third paragraphs aloud. Point out the word **traditional** in the second paragraph. Ask them to find an antonym in the third paragraph that can help them determine the meaning of the word **traditional**.

Say: *The second paragraph says that the Plains Indians had a traditional way of life in the 1700s and 1800s. The third paragraph says that today the Plains Indians live modern lives. The word **today** signals that **modern** means the opposite of **traditional**. So we can tell that **traditional** describes customs that have been used in the past and handed down.*

Guide Strategies: Chapter 2

Before Reading

Monitor-Reading Strategy: Ask Questions

- Have students review questions they wrote in their journals yesterday. Ask if the Introduction and Chapter 1 answered any of their questions about unknown words. Discuss their responses. Remind students that good readers ask questions to understand and remember what they have read.

- **Say:** *Today we are going to ask the questions who, what, why, and how.*

Read pages 14–15 while students follow along. Ask the following questions as you read:

How did the lives of the Plains Indians change in the 1800s?

What happened during conflicts between the Plains Indians and white travelers?

- Point out that the first question is answered in the book while the second question is not.

Ask: *How can I answer my second question?*

(Possible answers: Ask an expert. Research using reference books or the Internet.)

- Have students write *who*, *what*, *why*, and *how* questions on self-stick notes or in their journals as they read page 16. Review the questions that they write.

During Reading

Set a Purpose for Reading

- Have students finish reading Chapter 2. As they read, they should ask *who*, *what*, *why*, and *how* questions. For example, they might ask why most tribes agreed to move to reservations in the late 1800s.

After Reading

Discuss the Reading

- Have students share their questions and talk about why they asked particular questions. Help them identify questions that are answered in the text and questions that need research. Spend a few minutes on questions not answered in the text.
- **Ask:** *What have you learned about the conflicts and struggles of the Plains Indians?*
- For text-dependent comprehension practice, ask the questions for Chapter 2 found on the Comprehension Through Deductive Reasoning Card for this chapter book.

English Language Learners

Carefully watch ELL students as they complete the assignment. If they are not writing questions, it may be because they do not understand the text. If they are writing questions, make sure the questions apply to the text.

Meeting Individual Needs

For students who struggle with this strategy, model it again. Then have students read one page at a time and ask one question per page. Have them identify questions that are answered in the text and those that are not. If they are not, ask students how they might find answers to those questions.

Rapid readers can choose one unanswered question and find an answer for it, either with a partner or on their own.

Chapter 2 (continued)

Page	Author's Purpose	Evidence
17	to inform	Author gives information about why buffalo became valuable and why they disappeared: companies in the East tanned buffalo skins and made them into soft leather goods. By 1880, almost all the buffalo were gone.
19	to inform	Author gives information about life on reservations for the Plains Indians: they dressed in cotton clothing, lived in tepees made of cloth that the government gave them, and did little hunting. They were poor.



Reader Response

How would you have felt if you had been a Plains Indian forced to give up your way of life and move to a reservation? Write a response in your journal and share your thoughts with a group member.

Comprehension Strategy:

Evaluate Author's Purpose and Point of View

- Review the "Evaluate Author's Purpose and Point of View" graphic organizer, and remind students that by looking for clues, or evidence, they can evaluate an author's purpose and point of view.
- Have students reread page 17 to find the author's purpose and evidence for that purpose. Write both on the graphic organizer.
- Follow the same procedure for page 19. Provide support for students who are struggling with this strategy.
- Use the completed graphic organizer on this page for suggested answers. Although their wording may vary, make sure that students have included the facts shown.

Use Antonyms to Determine Word Meaning

- Remind students that antonyms are words that have opposite meanings. Have them turn to page 15 and read the second paragraph aloud. Ask them to find a pair of antonyms in this paragraph.

Say: *The text says there was peace between the Plains Indians and the white travelers for a few years. The clue word **then** begins the next sentence. It helps me figure out that the word **conflicts** in the sentence is the opposite of **peace**.*

- Have students look for a word that is an antonym for **refuse** in the sidebar entitled "Eyewitness Account" on page 19.

Ask: *What word in the sidebar means the opposite of **refuse**? What clue helps you identify it as an antonym? What is the meaning of the word?*

Point out that **submit** means the opposite of **refuse**. Sherman told the Indians *not* to refuse but to submit, so it is clear the two are opposites. **Submit** means "to give in."

- For additional practice, have students complete the blackline master on page 16.

1. silently, aloud
2. many, one
3. familiar, unknown
4. friends, enemies
5. war, peace
6. crosswise, vertical
7. main, secondary; The word **not** indicates antonyms.
8. spoken, signed; The word **instead** indicates antonyms.

Apply Strategies: Chapter 3—Conclusion

Before Reading

Monitor-Reading Strategy: Ask Questions

- Remind students that they have practiced asking questions about unknown words and about who, what, why, and how. Have them review the questions they have already asked and written on self-stick notes or in their journals. Tell them to continue asking *who*, *what*, *why*, and *how* questions as they read.
- Read pages 22–23 aloud while students follow along.

Say: *My question is, “What kinds of rituals are involved in the Kiowa Gourd Clan and the Little Pony Society?” This question is not answered in the text. What can I do?*

Have students offer possible ways to answer the question.

During Reading

Set a Purpose for Reading

- Have students read the rest of the book silently. Encourage them to ask *who*, *what*, *why*, and *how* questions as they read. Have them write their questions on self-stick notes or in their journals.
- Have students look for information about ways Plains Indians honor their traditions today.

After Reading

Discuss the Reading

- Have students share the questions they have asked while reading.
- **Ask:** *Which questions were you able to answer from the book? Which questions need additional research? How can you find answers to these questions?*
Spend a few minutes on questions not answered in the book.
- **Ask:** *What information did you find about ways the Plains Indians honor their traditions today?*
- Have students read the checkpoint on page 25. Explain that stopping to think about what we read is a good way to understand and remember it. Have students discuss the questions with a partner.
- For text-dependent comprehension practice, ask the questions for Chapter 3 found on the Comprehension Through Deductive Reasoning Card for this chapter book.



Teaching Tips

After discussing the reading, have students remove self-stick notes from their books and place them in their journals on a page titled “Ask Questions.” Use this page to review asking questions throughout the year.

Chapter 3—Conclusion (continued)

Page	Author's Purpose	Evidence
24	to inform	Author gives information about the Pine Ridge Powwow: many people come to see rodeo events and traditional dances and music. Other Great Plains tribes also have powwows in July and August.
26	to inform	Author gives information about the traditional craft of quillworking: women dye porcupine quills and use them to decorate costumes, moccasins, and household objects.



Informal Assessment Tips

1. Watch students as they evaluate author's purpose. Ask yourself:
How have students progressed with this strategy? What problems are they still having?
2. Watch students as they complete the graphic organizer. Ask yourself:
Who is still struggling with this strategy? How can I help them?
3. Jot down your thoughts in your folder or notebook. For students who struggle with evaluating author's purpose, review the strategy using the Comprehension Strategy Poster: Evaluate Author's Purpose and Point of View.



Reader Response

Why do you think people come from all over the world to events such as the Pine Ridge Powwow and the Crow Fair? Write a response in your journal and share your thoughts with a group member.

Comprehension Strategy: Evaluate Author's Purpose and Point of View

- Review the graphic organizer that students have been completing. Explain that they will evaluate the author's purpose and point of view in Chapter 3 in pairs or independently. Students should reread pages 24 and 26 and write both the evidence and the author's purpose for those pages.
- Ask if students have any questions before they begin. Monitor their work and intervene if they are having difficulty. Discuss students' responses together.
- For more practice with evaluating author's purpose and point of view, have students complete the blackline master "Evaluate Author's Purpose and Point of View" on page 15.

Passage	Author's Purpose	Evidence
1	to entertain	The text describes some characters, Dad and Carly. It uses descriptions to tell about an Indian powwow and Carly's feelings about attending it. It is a story.
2	to persuade	The author uses the example of the Indians' use of resources to persuade readers to use resources wisely. The author uses persuasive words such as should and wisely .

Use Text Features to Locate Information: Primary Source Documents

- Have students locate the "It's a Fact" feature on page 23. Read the text aloud and have students study the photograph.
Explain that this is an example of a primary source—an original document that provides a firsthand account of an event. Other primary source documents include letters, recordings of speeches, journal entries, and so on.
- **Say:** *This photograph was taken during World War II. What does it show?*

(It shows a Navajo team using their native language to relay orders in the battlefield.)

Why were languages of the Plains Indians used as codes during World War II?

(The enemy could not break the code because the languages were unknown to them.)

How does this photograph add to your understanding of how the code talkers helped the American forces?

(Possible answer: It shows how the code talkers looked and exactly how they worked. It makes the information interesting and memorable.)

Synthesize Information

Administer Ongoing Comprehension Assessment

- Have students take Ongoing Assessment #11 on pages 52–53 in the *Comprehension Strategy Assessment Handbook* (Grade 4).

Evaluate Cause-and-Effect Relationships

- Point out to students that the book *Native Americans of the Plains* describes some causes and effects. For example, it describes the causes and effects of hunting buffalo on the Plains Indians' way of life.
- Ask students to skim Chapters 1 and 2, looking for information about the causes and effects of hunting buffalo and of having the buffalo disappear. Have them write down the causes and effects on a chart like the one below.
- When the charts are complete, have students discuss the information they recorded. Then encourage them to draw conclusions about the importance of the buffalo to the Plains Indians.
- Give students the opportunity to share their conclusions.

Say: *The book doesn't directly say that the buffalo was necessary for the Indians' way of life. However, by looking at the causes and effects of having buffalo to hunt and of losing the buffalo, we can conclude that buffalo were a key part of the Indians' lives.*

Cause	Effect
The Plains Indians got horses.	
In the 1870s, white hunters killed almost 5 million buffalo on the Great Plains, and by 1880 almost all the buffalo were gone.	



Informal Assessment Tips

1. Score assessments and determine if more instruction is needed for this strategy.
2. Keep group assessments in a small-group reading folder.
3. Look closely at students' responses. Ask yourself: *Why might this student have answered the question in this manner?* For in-depth analysis, discuss responses with individual students.
4. If needed, reteach this strategy and administer Ongoing Assessment #12 on pages 54–55 in the *Comprehension Strategy Assessment Handbook* (Grade 4).
5. Use ongoing assessments to document growth over time, for parent/teacher conferences, or for your own records.

English Language Learners

Make sure students understand the meanings of **cause** and **effect** by discussing a few simple examples. For example, the effect of doing better at school might be caused by doing homework right after school. Help students begin the chart by modeling how to find some effects of the Plains Indians getting horses. For example, point out the details about these effects on page 4. Invite students to reread the details aloud. Then have them suggest how they would summarize the information for the chart.

Reading/Writing Connections



Teaching Tips

Transfer personal response prompts to a piece of large chart paper and hang it in the room. Students can refer to the list throughout the year.

	Scoring Rubric
4	The prompt is well developed. There is strong evidence of focus, organization, voice, and correct conventions.
3	The prompt is developed. There is adequate evidence of focus, organization, voice, and correct conventions.
2	The prompt is somewhat developed. There is minimal evidence of focus, organization, voice, and correct conventions.
1	The prompt is weakly developed. There is little evidence of focus, organization, voice, and correct conventions.

Write a Personal Response

Invite students to respond to the book in a way that is meaningful to them. The prompts below provide a variety of alternatives.

- What part of the Plains Indians' traditional or modern life interests you most? Why? (text-to-self)
- What part of the Plains Indian culture has had the most effect on the world? (text-to-world)
- What parts of the book did you find difficult? (self-monitor)
- What did you think about while you were reading this book? (make connections)
- How did you feel as you read about the changes the Plains Indians went through? Why did you feel that way? (personal response)
- Would you recommend this book to a friend? Why or why not? (evaluate)
- What main ideas were discussed in this book? (synthesize information)
- Compare this book about the Plains Indians to other books about Native Americans you have read. (text-to-text/compare)

Write to a Text Prompt

Use the prompts below as a timed writing activity. Students have a maximum of one hour to draft, revise, and edit a response. Use the rubric provided in the sidebar to score students' writing.

What were two traditional ways of life for different Plains Indians tribes? What part did horses and buffalo play in these ways of life? Use information from the book to support your answer.

Write to a Picture Prompt

Use the following picture prompt to develop students' visual writing abilities.

	Look at the picture on page 24. How do you think the children feel about their part in the powwow? Why? Use details from the picture to support your answer.

Name _____

Date _____

Small-Group Discussion Guide

Directions: Use this sheet to talk about the book.

Word Study:

Write words you did not know. Discuss the meanings with your group. Use the text to clarify the meanings.

Questions:

Write two or three questions you had while reading this book. Discuss the questions and answers.

Make Connections:

Write three connections you made with the text. Discuss them with your group.

Adapted from *Literature Circles: Voice and Choice in the Student-Centered Classroom*, Harvey Daniels (Portland, ME: Stenhouse Publishers, 1994).

Rules for a Good Discussion:

1. Be prepared.
2. Pay attention to the person who is talking and do not interrupt him or her.
3. Think about what others are saying so you can respond.
4. Use inside voices.
5. Let everyone in the group have a turn to speak.
6. Be respectful of everyone's ideas.

Adapted from *Guiding Readers and Writers (Grades 3–6): Teaching Comprehension, Genre, and Content Literacy*, Irene C. Fountas and Gay Su Pinnell (Portsmouth, NH: Heinemann Publishing Co., 2001).

Ways to Make Connections

Text-to-Self: This reminds me of a time when I ...

Text-to-World: What's going on in this book is like what's happening right now in ...

Text-to-Text: This book reminds me of another book I read called It was about ...

Name _____

Date _____

Evaluate Author's Purpose and Point of View

Page	Author's Purpose	Evidence
4		
8–9		
17		
19		
24		
26		

Evaluate Author's Purpose and Point of View

Directions: Read the passages. Write the author's purpose in the second column and the evidence in the third column.

A Special Event

The Burton family's vacation in Montana had been awesome. It was almost over, but Dad said he had a big surprise. Carly could hardly wait to see what it was. As the family car pulled into a big parking lot, she still did not know. Then Carly saw many people in traditional Indian outfits. It was a powwow!

First the family watched a colorful dance. People in costumes with feathers and beads performed traditional steps. Then the family tried some Native American foods, such as flatbread. Carly loved looking at the arts and crafts. She bought a handmade doll. She could hardly wait to attend another powwow.

A Good Example

The buffalo was a great resource for the Plains Indians. After hunting buffalo, they ate roasted buffalo and buffalo stews. They made jerky, a dried meat. But the Indians used other parts of the buffalo too. They used buffalo skins for tepees and clothing. They used buffalo bones and horns for tools. Americans today should follow the Indians' example. Instead of wasting resources, we should make the most of them. For example, we should recycle old toys and books. We should give outgrown clothing to younger family members or to others who need it. We cannot make clothing out of buffalo skins. But we can follow the Indians' example of using resources wisely.

Passage	Author's Purpose	Evidence
1		
2		

Use Antonyms to Determine Word Meaning

Directions: Underline the two antonyms in each sentence. Use a thesaurus to check your work.

1. The Plains Indians used sign language to speak silently instead of aloud.
2. The different tribes spoke many languages, not just one language.
3. The tribes used sign languages to talk to people from familiar tribes and those who were unknown to them.
4. Some signs showed that the Indians were friends, not enemies.
5. One sign meant that the speaker did not want war but came in peace.
6. Making a crosswise sign with the fingers instead of a vertical one could change the speaker's message.

Directions: Underline the two antonyms in the sentences below. Then explain how you identified the antonyms in each sentence.

7. Sign language was used not as the main language, but as a secondary one.

8. Each tribe's first language was spoken instead of signed.
